**Elementary Principals**

**Monthly Team Meeting**

**November 11, 2013**

**4:00 p.m.**

**Room 14 – Sixth ST Administration Building**

**Guiding Question:** How do we become a Professional Learning Community (PLC) as we meet the five district goals and implement the 21st Century Model of Education?

**Long-term targets:**

* Be a professional learning community (PLC) by consistently and fully implementing PLC procedures and structures throughout the district
* Meet the five District goals
* Implement the MCPS 21st Century Model of Education
* Integrate the Montana Common Core State Standards in English Language Arts and mathematics across the district
* Collaborate with UM and other community stakeholders to implement goals of SHAPE P-20 grant

**Short-term targets for this meeting:**

* Review norms
* Develop a data inventory of our school
* Receive feedback and revise CCSS action plan
* CCSS Leadership Team training plus/delta
* Begin building background knowledge about Universal Design for Learning

**Roles for this meeting:**

* **Facilitator/Time Keeper** - Mark
* **Agenda Setter**/**Note taker** - Heather
* **Reading** - Karen

**AGENDA**

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| **TIME** | **ACTIVITY** |
| **4:00-4:05** | Review and revise agenda **(Mark)**  Mark reviewed the agenda; since we are missing 2 of 3 region 1 principals we will skip norms |
| **4:05-4:10** | Reading  **(Karen)**  Karen was unable to locate today’s reading, so we looked at the data inventory examples for our reading (see below) |
| **4:10-4:15** | Review norms and reciprocal commitments **(Karen)**  since we are missing 2 of 3 region 1 principals we will skip norms |
| **4:15-4:20** | What is a data inventory and why do we need one? **(Karen)**   * “big picture” of data collected in our schools * Data Wise example, p. 15-16 in old BLUE book * Data Wise example, p. 17 in GREEN book * Solution-Tree PLC example: [A Data Picture of Our School](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/adatapictureofourschool.pdf)   **Complete a data inventory of your school collaboratively with your building leadership team.**  **Bring the completed inventory to *December 9th* K-5 Principal meeting.**  Karen reviewed data inventory examples; Karen will email Heather the Word document example from Data Wise and Heather will post them on the wiki.  All principals will complete the Dufour format and bring back to Dec 9th K-5 principals meeting.  Do this with your leadership teams. |
| **4:20-4:50** | Common Core State Standards Action Plans **(Alanna, Kathleen, Ginny)**   * Use *Affinity Protocol* to share building level activities in CCSS action plans (Oct training through January training) * How are special education staff intentionally and purposefully learning about and integrated into your building-level CCSS action plan? * Review *Bloom’s Taxonomy*: for each of your building-level activities identify where on Bloom’s Taxonomy the activity fits.   + Are we asking our staff to develop knowledge (low-level) about CCSS,   + OR are we asking our staff to apply CCSS and change how they teach (high level)?   + What is your evidence?   Discussion of expectation for school-level community meetings regarding CCSS.   * November dedicated to CCSS/SPED integration, review of CCSS action plans * December dedicated to development/practice of CCSS school-level community meetings * January – CCSS community meetings will happen in each building, led by building principal (collaboratively with staff if that works in your building) * Parent Roadmap resources are on the wiki, Alanna walked us through where to find these resources:   + <http://www.mcpsonline.org/index.php/Parent_%26_Community_Resources>   + <http://www.mcpsonline.org/index.php/Parent_Roadmap> * PTA resources (more succinct) will be added to the wiki by Alanna * New York videos links (shared at CCSS Leadership team trainings) will also be added to the wiki   Alanna began leading us through agenda activity described above:   * Purpose is to come back to CCSS action plan and develop next steps * Used affinity protocol * The following categories were created in next steps of CCSS implementation:   + Shifting practice   + Rigor   + Alignment   + Wiki   + Mind set |
|  | Kathleen began discussion about “How are special education staff intentionally and purposefully learning about and integrated into your building-level CCSS action plan?”   * Using CCSS grade-level standards to write IEP goals * Awareness of shift in rigor/expectations of IEP goals as a result of new CCSS: how this needs to be communicated in shifting parent expectations as well * Educators will be able to pull from CCSS to describe how IEP student is doing in relationship to peers (an area mostly ignored in the past, but no longer can be) * All certified staff (includes SPED teachers) are included in CCSS building-level trainings * SPED staff are “attached” to a grade-level PLC and work directly with those grade-level teams * Strategically placed SPED staff to ensure a **shared responsibility** for all students, instead of a “push off” of kids to the resource room (becomes “someone else’s problem”) * A stand-alone SPED PLC team, haven’t gone into depth regarding CCSS, they talk about other concerns * SPED staff meeting with grade-level PLCs is causing deeper conversations about CCSS, seeing their role in helping IEP students meeting CCSS in the classroom * What about Mind Set? (no one mentioned this, but Kathleen reminded us of the importance of this even with our SPED staff – work toward growth mind set) |
|  | Bloom’s Taxonomy activity: Alanna reviewed this document with us. This will be continued in December. Will do an activity in December. In the meantime, review the document and think about how we get our staff (and ourselves) to have high-level interactions and how our teachers can do this with students.  Think about what you are doing with your staff, meetings or CCSS trainings. Where are your activities in Bloom’s Taxonomy? |
| **4:50-5:05** | CCSS Leadership Team trainings PLUS/DELTA **(Mark)**  **PLUS**   * Activities go right back to staff * Time to make a plan collaboratively with staff/team * Activities are higher-level, we grapple with them * Continuation of the *Mind Set* activities to build on our growth and understanding * Separation of K-5 and 6-12 (more physical space) * Share out of ideas from other buildings   **Delta**   * More opportunities to share out ideas from other buildings? Several different possibilities (e.g. grade-levels – all 2nd grade, use a jigsaw) * Intentional movement, models Take Ten or classroom activity, video showcase? |
| **5:05-5:15** | Begin building background knowledge about Universal Design for Learning, watch video: [*UDL at a Glance*](http://www.cast.org/library/video/udl_at_a_glance/)**(Karen)**  Karen shared the video |
| **5:15-5:25** | Address other items not on agenda   * SBAC will be delivered in spring; MontCAS Science at grade 4 also   + Wireless infrastructure   + COWs for each building   + Keyboarding is probably a year away   + 12 week testing window, spring break to end of year   + Possible paper/pencil version available to us this year, however we wan to power test our tech capacity for this   + Will not get any results back   + This year is a test of the system, research project we are participating in * Report card   + Need a group to come back together and provide feedback, would like a representative from each building so that we can come to consensus   + Proactive group; solution oriented   + These changes will need to be implemented in a test environment in the spring; these meetings need to be complete by end of January   + Tony Zook will be part of process to see how changes translate in Q * Any Given Child survey   + Goal is 100% of building-level principals and certified staff K-8 complete by Friday |
| **5:25-5:30** | Plus/Delta   * What went well? What might we do differently? * How did we do with following our norms?   Next meeting Dec 9th (to do in between)   * Review norms * Reflect on CCSS * Rep for report card committee * Any Given Child survey |

**Affinity Process aka Lump & Clump**

* The group addresses one question or one issue.
* Each participant writes (usually brainstorms) one idea on a sticky note or note card.
* Participants place ideas on chart, wall, or flat space.
* The group categorizes topics and eliminates duplicates.
* Members name each category.

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